

**The Academic Word List (Averil Coxhead, 2000):**  
**a list of 570 high-incidence and high-utility academic word families**  
**for Secondary School, Higher Education, Career**

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The *Academic Word List*, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the *Academic Word List*. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst*, *analytic*, *analytical* and *analytically* in the word family.

The *Academic Word List* is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as *amortization*, *petroglyph*, *onomatopoeia*, or *cartilage*. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

**Sources:** Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238.

Averil Coxhead's website: <http://language.massey.ac.nz/staff/awl/index.shtml>

1. analyze approach area assess assume  
 authority available benefit concept consist  
 context constitute contract data define  
 derive distribute economy environment  
 establish estimate evident factor finance  
 formula function income indicate individual  
 interpret involve issue labor legal legislate  
 major method occur percent period  
 principle proceed process policy require  
 research respond role section sector  
 significant similar source specific  
 structure theory vary

2. achieve acquire administrate affect  
 appropriate aspect assist category chapter  
 commission community complex compute  
 conclude conduct consequent construct  
 consume credit culture design distinct  
 equate element evaluate feature final  
 focus impact injure institute invest item  
 journal maintain normal obtain participate

perceive positive potential previous primary  
 purchase range region regulate relevant  
 reside resource restrict secure seek  
 select site strategy survey text tradition  
 transfer

3. alternative circumstance comment  
 compensate component consent  
 considerable constant constrain contribute  
 convene coordinate core corporate  
 correspond criteria deduce demonstrate  
 document dominate emphasis ensure  
 exclude fund framework illustrate  
 immigrate imply initial instance interact  
 justify layer link locate maximize minor  
 negate outcome partner philosophy physical  
 proportion publish react register rely  
 remove scheme sequence sex shift specify  
 sufficient task technical technique  
 technology valid volume

4. access adequacy annual apparent  
approximate attitude attribute civil code  
commit communicate concentrate confer  
contrast cycle debate despite dimension  
domestic emerge error ethnic goal grant  
hence hypothesis implement implicate  
impose integrate internal investigate job  
label mechanism obvious occupy option  
output overall parallel parameter phase  
predict prior principal professional project  
promote regime resolve retain series  
statistic status stress subsequent sum  
summary undertake

5. academy adjust alter amend aware  
capacity challenge clause compound conflict  
consult contact decline discrete draft  
enable energy enforce entity equivalent  
evolve expand expose external facilitate  
fundamental generate generation image  
liberal license logic margin mental medical  
modify monitor network notion objective  
orient perspective precise prime psychology  
pursue ratio reject revenue stable style  
substitute sustain symbol target transit  
trend version welfare whereas

6. abstract acknowledge accuracy  
aggregate allocate assign attach author  
bond brief capable cite cooperate  
discriminate display diverse domain edit  
enhance estate exceed expert explicit  
federal fee flexible furthermore gender  
ignorance incentive incorporate incidence  
index inhibit initiate input instruct  
intelligence interval lecture migrate  
minimum ministry motive neutral  
nevertheless overseas precede presume  
rational recover reveal scope subsidy tape  
trace transform transport underlie utilize

7. adapt adult advocate aid channel  
chemical classic comprehensive comprise  
confirm contrary convert couple decade  
definite deny differentiate dispose  
dynamic equip eliminate empirical extract  
file finite foundation globe grade  
guarantee hierarchy identical ideology  
infer innovate insert intervene isolate

media mode paradigm phenomenon priority  
prohibit publication quote release reverse  
simulate sole somewhat submit successor  
survive thesis topic transmit ultimate  
unique visible voluntary

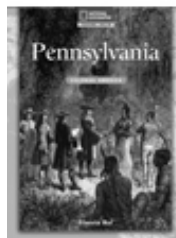
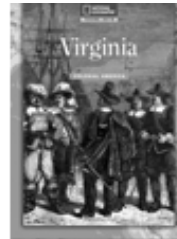
8. abandon accompany accumulate  
ambiguous appendix appreciate arbitrary  
automate bias chart clarify commodity  
complement conform contemporary  
contradict crucial currency denote detect  
deviate displace drama eventual exhibit  
exploit fluctuate guideline highlight implicit  
induce inevitable infrastructure inspect  
intense manipulate minimize nuclear offset  
paragraph plus practitioner predominant  
prospect radical random reinforce restore  
revise schedule tense terminate theme  
thereby uniform vehicle via virtual visual  
widespread

9. accommodate analogy anticipate assure  
attain behalf cease coherent coincide  
commence compatible concurrent confine  
controversy converse device devote  
diminish distort duration erode ethic  
found format inherent insight integral  
intermediate manual mature mediate  
medium military minimal mutual norm  
overlap passive portion preliminary protocol  
qualitative refine relax restrain revolution  
rigid route scenario sphere subordinate  
supplement suspend team temporary  
trigger unify violate vision

10. adjacent albeit assemble collapse  
colleague compile conceive convince  
depress encounter enormous forthcoming  
incline integrity intrinsic invoke levy  
likewise nonetheless notwithstanding odd  
ongoing panel persist pose reluctance  
so-called straightforward undergo whereby

## Seek materials prepared for differentiated instruction

The Theme Set Program is designed for differentiated instruction. Each of the 16 high-interest themes include four books written at four different reading levels. All the books develop a common set of key concepts and core vocabulary. Each book focuses on a specific topic that is an essential component of the central theme.



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## Reading Expeditions - Language, Literacy & Vocabulary Grades 3-8+

### **“Accessible Content for All Learners**

Reading Expeditions: Language, Literacy & Vocabulary takes students in grades 3 – 8 on an amazing journey of learning and discovery. Using a sheltered-instruction approach, this unique program combines essential science and social studies content with nonfiction reading skills and strategies.”

National Geographic School Publishing

[www.ngschoolpub.org](http://www.ngschoolpub.org)



## **National Geographic's Language, Literacy & Vocabulary**

- Multilevel reading resources for students from diverse language backgrounds, as well as at-risk and struggling readers. Backed by rigorous research and developed with consulting author Linda Hoyt. The program has two components:
- **Reading Expeditions - Language, Literacy & Vocabulary Grades 4-8**  
Carefully leveled readers and a sheltered instructional approach provide extra support at four developmental reading stages.
- <http://www.ngschoolpub.org>
- **Also Available in Spanish**

## **English EXPLORERS**

### **English-Language Learners**

GRADES 3-6 For 3 stages of English-Language Learning and Newcomers.

#### **Students learn content as they learn English from day one!**

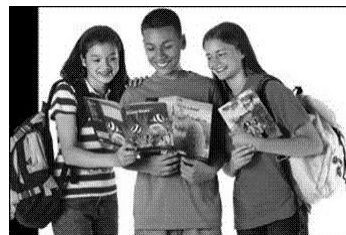
- Science and Social Studies themes
- Themes aligned with National Content Standards
- Full range of text and nonfiction graphic features

#### **For Newcomers: DISCOVER series**

- Conversational sentence structure
- Up to 6 new vocabulary words
- Direct photo support
- 1 new Discover book matched to every Stage 1, 2, 3 title

#### **For more proficient students: STAGE 1, 2, & 3 English Explorers**

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- High to moderate photo support
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**SOURCE:**  
**Benchmark Ed.**  
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**for Life**

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## ConceptLinks®

Millmark Education

<http://www.millmarkeducation.com/conceptlinks.cfm>



*ConceptLinks®* is a series of modules that incorporate the best practices of differentiated instruction to build an array of language, literacy and science process skills around a core science theme. Every module provides spiraled, grade-level science content and vocabulary through Student Books that are differentiated to help students in grades 3 through 8 start at the most appropriate level and make steady progress toward grade-level competencies.

See **Concept Boosters** and **Vocabulary Boosters**

Concept Boosters: Food C...   
 file:///D:/assets/page28.html

Concept Boosters  
Life Science

Directions

**E-Poster**

12. The Food Pyramid
13. Nonvascular Plants and Vascular Plants
14. Plant Parts and Their Functions
15. Plants and Photosynthesis
16. Photosynthesis and Respiration
17. Sexual Reproduction in Plants
18. Asexual Reproduction in Plants
19. Invertebrates and Vertebrates
20. Traits Used to Classify Animals
21. The Classification of Animals
22. Animal Adaptations
23. Adaptations Work Together
24. Endangered and Extinct Animals
25. Parts of an Ecosystem
26. Populations and Communities
27. Types of Consumers
28. Food Chains and Food Webs
29. An Energy Pyramid
30. An Ecosystem's Resources Change

**Food Chains and Food Webs**



Labeled E-Poster Images-Only E-Poster

Learning Master Learning Master A

Teacher's Guide Page

## Sample of **Vocabulary Boosters**

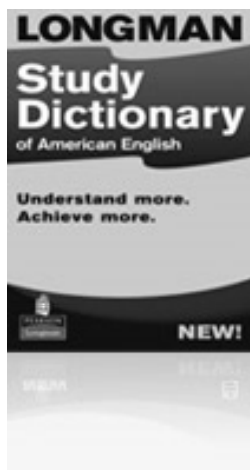
Vocabulary cards with sentence prompts on the back.

|  |   |
|--|---|
|  <p>How is heat transferred through the water in the pot?<br/>_____ transfers heat through the water.</p>   |  <p>Why does heat move through this metal pot?<br/>Metal is a good _____ of heat.</p>   |
| <p><b>convection</b><br/>noun</p> <p>Heat moves through a gas or a liquid by <b>convection</b>. During <b>convection</b>, particles with greater energy move upward. At the same time, particles with less energy sink.</p> <p><b>PRACTICE</b></p> <ol style="list-style-type: none"> <li>1. <b>Convection</b> transfers heat through ____ and ____.</li> <li>2. During <b>convection</b> in air, the air particles with more energy _____.</li> <li>3. During <b>convection</b> in a liquid, the liquid's particles with less energy _____.</li> <li>4. A solid's particles are held tightly in place so <b>convection</b> occurs in solids.</li> </ol> | <p><b>conductor</b><br/>noun</p> <p><b>insulator</b><br/>noun</p> <p>A heat <b>conductor</b> is a material that easily transfers heat from one particle to the next. Many metals are efficient or good <b>conductors</b> of heat.</p> <p>An <b>insulator</b> is the opposite of a <b>conductor</b>. An <b>insulator</b> does not transfer heat from one particle to the next. Rubber, wood, and plastic are efficient <b>insulators</b>.</p> <p><b>PRACTICE</b></p> <ol style="list-style-type: none"> <li>1. When I touched the _____, I knew it was a good heat <b>conductor</b>.</li> <li>2. Did you know that _____ is a <b>conductor</b>?</li> <li>3. Some people use _____ as an <b>insulator</b> in their homes.</li> <li>4. People use <b>insulators</b> to _____.</li> </ol> |

Millmark Education (support for ConceptLinks)

## Use Dictionaries written for ELLs

### Longman has a wide variety.



**Level: Beginning -- Low-Intermediate**

Entries from the **Academic Word List** are highlighted to help students understand academic texts.

**Word Family Boxes** show academic words with the same root

**32-page full-color study section** with both photos and illustrations


**Thesaurus Boxes** explain words with similar meanings, enriching students' speech and writing

**Workbook lessons** on dictionary practices

# Synonyms

## Verbs to Use Instead of "Said"

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### How It's Said

### Word to Substitute

in a happy way

- laughed
- rejoiced
- giggled
- joked

- lilted
- sang out

in a sad way

- cried
- agonized
- bawled
- blubbered
- lamented

- sobbed
- groaned
- sniveled
- wept
- mourned

in a bossy way

- insisted
- bossed
- demanded
- preached
- dictated

- professed
- ordered

in an angry way

- raged
- miffed
- seethed
- fumed

- retorted
- thundered
- blurted

in a pained way

- barked
- cried out
- cried
- screamed
- jabbered
- bellowed

- groaned
- howled
- shrieked
- roared
- grieved
- wailed
- yelped

**in a frightened way**

- quaked
- stammered
- shuddered
- quivered
- trembled

**in a understanding way**

- empathized
- accepted
- consoled
- crooned

- comforted
- sympathized
- agreed

**in a tired way**

- mumbled
- struggled
- emitted
- wearied

**in a begging way**

- beseeched
- begged
- implored
- pleaded

- entreated
- appealed to

**as an answer**

- responded
- retorted
- replied
- rejoined

- answered
- acknowledged

**Thanks to all who contributed words and ideas for this page.**

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[On to the next said page](#)

[Back to Main Page](#)

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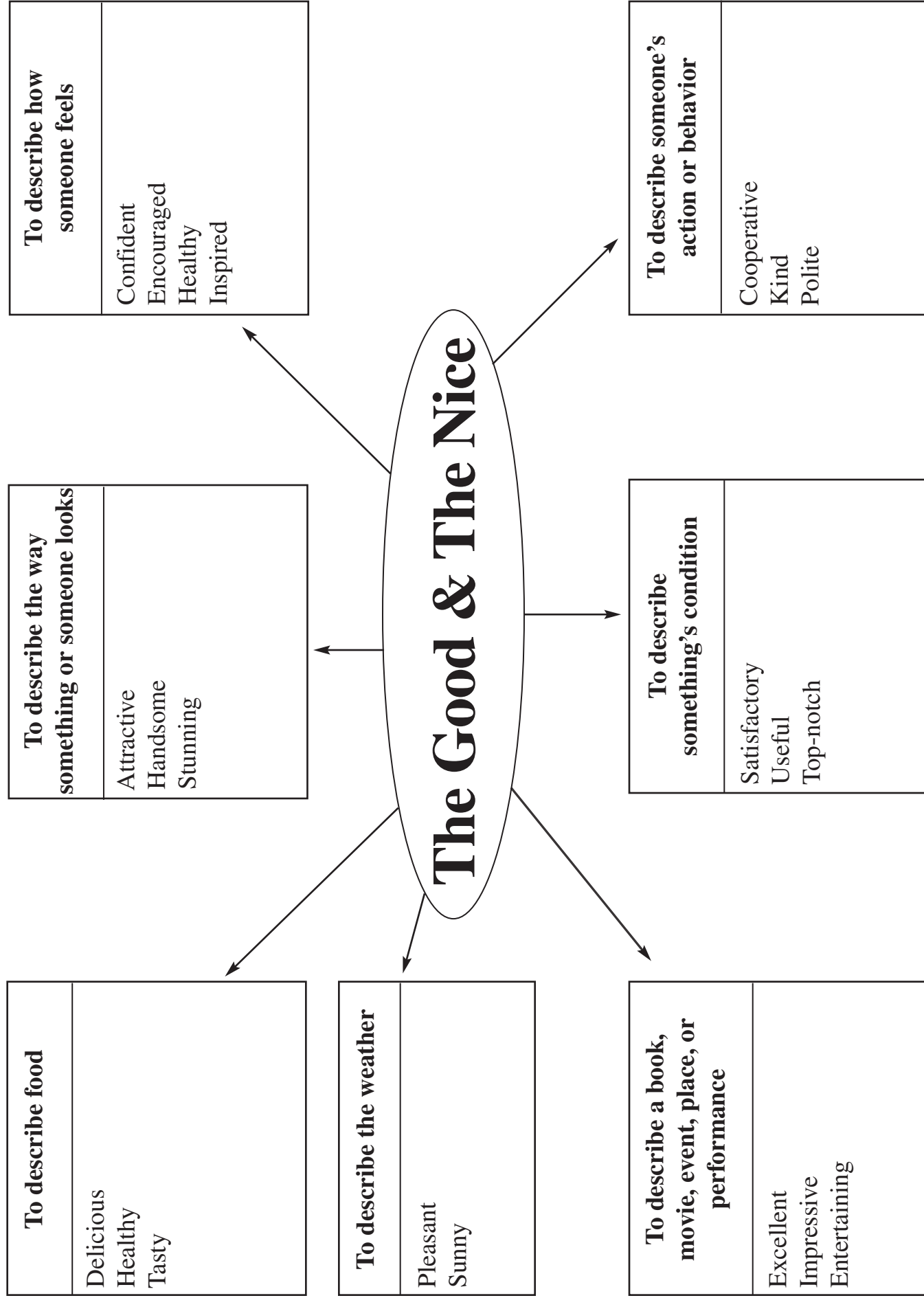
[susan@desertskyone.com](mailto:susan@desertskyone.com)

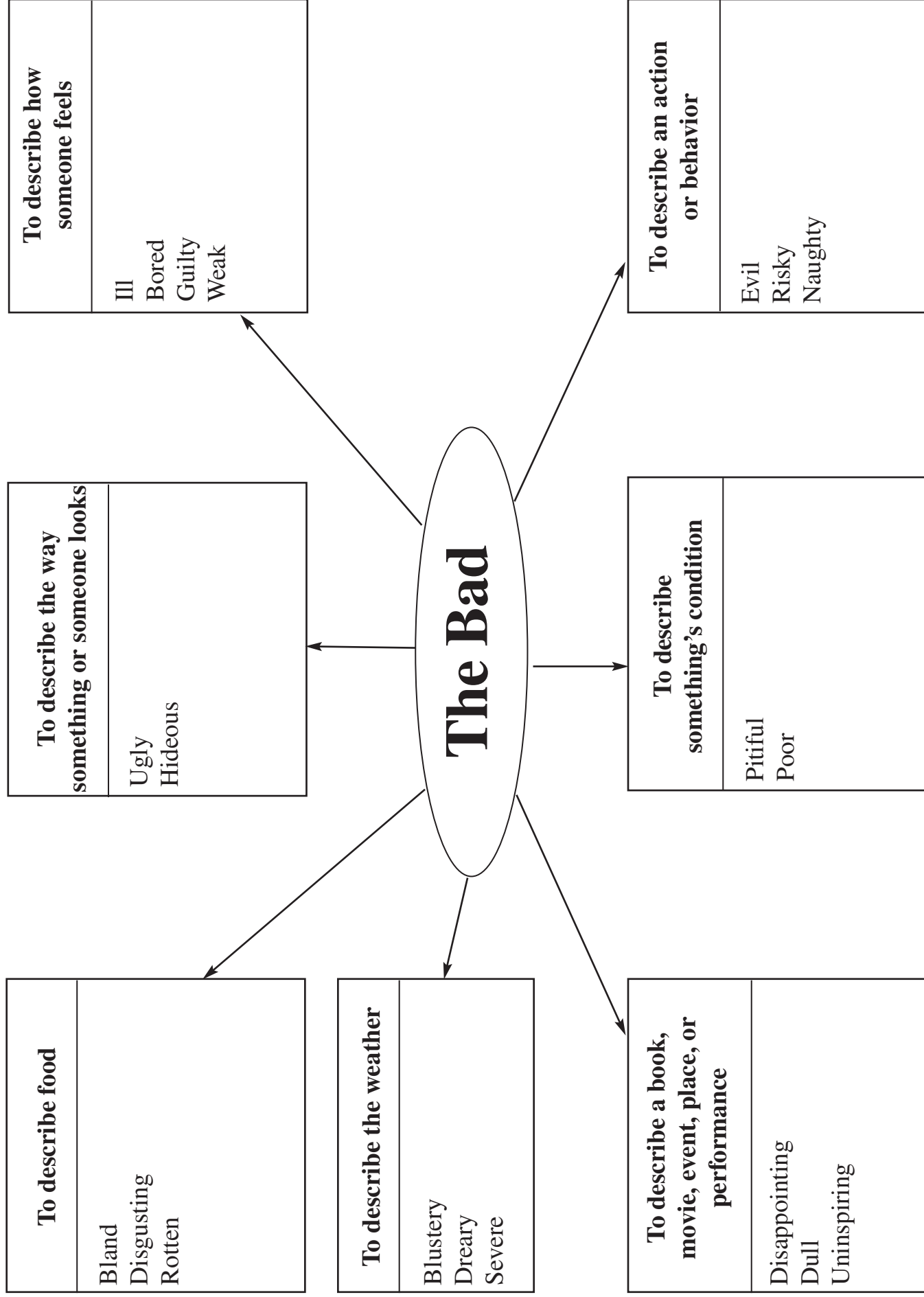


# Conversation Cards

- Use these cards to practice conversations using the synonyms from the word webs. You can also have students ask each other the questions.
- Make sure students answer in complete sentences.
- Encourage students to use at least one word from the webs to answer the question, and then give a reason for their answer using "because."
- Have students create their own conversation cards in the blank spaces below.

|   |  |   |  |
|---|--|---|--|
| Describe a person that you admire.                                | Tell me about the last movie you saw.                  | Tell me about the book you are reading for class.     | Talk about a historical person you have studied. |
| How did you feel when you woke up this morning?                   | Talk about a place you liked to visit in your country. | Describe a dish that you really like or dislike.      | How did you feel on the first day of school?     |
| What do you think about your school?                              | What was the weather like this weekend?                | How are you doing in school this year?                | What do you think about my outfit?               |
| How did you feel when you first came to this school?              | Tell me about one of your teachers.                    | How did you do on your last test?                     | Tell me about your best friend.                  |
| What do you think about your neighborhood?                        | Talk about a problem in your community.                | What was the weather like in your country?            | How would you describe your sister or brother?   |
| How did you feel when you moved to a new country or neighborhood? | What is your opinion of the mayor or president?        | Describe your boyfriend's or girlfriend's appearance. | What is the condition of your room at home?      |
|   |  |   |  |
|   |  |   |  |







| Dead Tired Words                        | Replacements   |
|---|--|
| <b>also</b>                             | too, moreover, besides, as well as, in addition to   |
| <b>awesome, cool, rad, sweet, tight</b> | fine, wonderful, marvelous, fantastic  |
| <b>scared</b>                           | afraid, fearful, terrified, frightened   |
| <b>have to</b>                          | need to, must  |
| <b>very</b>                             | extremely, exceedingly, incredibly, intensely, truly, infinitely, surely, especially, shockingly, immeasurably, severely, powerfully, chiefly, bitterly, mightily                                    |
| <b>like</b>                             | such as, similar to, similarly, love, admire, appreciate, fancy, adore, idolize, prefer, cherish, care for, favor, enjoy, treasure   |
| <b>kid</b>                              | child, boy, girl, youngster, youth   |
| <b>mad</b>                              | angry, frustrated, furious, incensed, enraged  |
| <b>got, get</b>                         | received, obtained, attained, succeed in   |
| <b>then</b>                             | first, second, next, later, finally, afterward, meanwhile, soon  |
| <b>nice</b>                             | pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing, kind, benevolent, thoughtful, gracious, considerate, decent, congenial, agreeable, courteous, warm, cordial, humane |
| <b>lots</b>                             | numerous, heaps, many, scores, innumerable   |
| <b>so</b>                               | thus, accordingly, therefore   |
| <b>fun</b>                              | pleasant, pleasurable, amusing, entertaining, jolly  |
| <b>good</b>                             | excellent, exceptional, fine, marvelous, splendid, superb, wonderful, great, pleasant, delightful, superior, grand, terrific, amazing  |

|                      |   |
|----------------------|---|
| <b>but</b>           | however, moreover, yet, still, nevertheless, though, although, on the other hand  |
| <b>awful</b>         | dreadful, alarming, frightful, terrible, horrid, shocking   |
| <b>great</b>         | wonderful, marvelous, fantastic   |
| <b>guy</b>           | man, person, fellow, boy  |
| <b>funny</b>         | amusing, comical, laughable, jovial, farcical, jocular, humorous, witty, hysterical, sidesplitting, hilarious, laughable, silly, nonsensical  |
| <b>things, stuff</b> | object, article, materials, matter, element, substance  |
| <b>kind of</b>       | variance, variation, variety; diversity, distinction, contradistinction; alteration. shade of difference  |
| <b>a lot, alot</b>   | sufficiency, adequacy, enough, sufficient, plenty; abundance; amplitude, galore, profusion; affluence, outpouring; flood, great quantity, considerable, fair, above par; big, huge; herculean, cyclopean; ample; abundant (enough), full, intense, plenary, vast, immense, enormous, extreme; inordinate, excessive, extravagant, exorbitant, stupendous, |
| <b>said</b>          | declared, exclaimed, questioned, replied, repeated, bellowed, shouted, responded, whispered, asked, mentioned, remarked, commented, uttered, announced, called, cried, responded, demanded, asked, stated, shouted whispered, questioned  |
| <b>laughed</b>       | snickered, giggled, roared, chuckled, chortled, crowed, guffawed, cackled, howled, tittered, hee-hawed, bellowed  |
| <b>ran</b>           | hurried, raced, scurried, dashed, galloped, trotted, bolted, darted, sped, jogged, sprinted, rushed   |
| <b>walked</b>        | staggered, traveled, trudged, strutted, marched, hiked, shuffled, sauntered, lumbered, paraded, ambled, strolled  |
| <b>saw</b>           | glimpsed, noticed, observed, sighted, spotted, stared at, glanced at, eyed, gazed at, spied, examined, watched  |
| <b>sad</b>           | downcast, depressed, woeful, gloomy, miserable, sorrowful, unhappy, dejected, forlorn, melancholy, crestfallen, mournful  |
| <b>pretty</b>        | beautiful, lovely, glamorous, attractive, elegant, cute, exquisite, gorgeous, stunning, handsome, striking, fair  |
| <b>little</b>        | teeny, diminutive, compact, microscopic, petite, wee, small, tiny, minuscule, miniature, slight, minute   |






|              |  |
|--------------|--|
| <b>big</b>   | towering, huge, large, great, gigantic, mammoth, enormous, tremendous, massive, giant, colossal, immense           |
| <b>happy</b> | glad, jovial, jubilant, joyful, thrilled, cheerful, merry, contented, pleased, delighted, jolly, elated            |
| <b>smart</b> | witty, bright, quick-witted, knowledgeable, intelligent, clever, ingenious, sharp, brainy, brilliant, gifted, wise |
|              |  |
|              |  |
|              |  |
|              |  |
|              |  |



# Painting with More Colorful Transitions...

## Five Types: for Variety and Purpose

Found on-line at <http://writingfix.com>

| Transitions that add to or continue an idea you're writing about:  |   | Transitions that show a contrast between ideas in your writing:  |  |
|--|---|--|--|
| additionally<br>afterwards<br>again<br>also<br>and<br>as previously stated<br>at last<br>at length<br>at the same time<br>besides<br>embracing<br>encompassing<br>eventually<br>extending<br>first<br>furthermore<br>in addition<br>in conclusion  | including<br>initially<br>later<br>likewise<br>meanwhile<br>moreover<br>next<br>overall<br>presently<br>previously<br>second<br>since<br>soon<br>subsequently<br>supplementing<br>then<br>to begin with<br>while<br> | although<br>but<br>conversely<br>despite<br>however<br>in contrast<br>indeed<br>in spite of<br>instead<br>namely   | nevertheless<br>nonetheless<br>notwithstanding<br>on the other hand<br>on the contrary<br>regardless<br>still<br>though<br>yet<br>while<br> |
|  |   | Transitions that exemplify or illustrate your ideas:   |  |
|  |   | as an illustration<br>for example<br>for instance<br>                                      | in other words<br>in particular<br>that is   |
| Transitions that show a similarity between ideas in your writing:  |   | Transitions that show you are making a conclusion or showing a result:   |  |
| again<br>also<br>and<br>as a matter of fact<br>as well<br>besides<br>for example<br>furthermore<br>likewise<br>in a like manner<br>in addition<br>in the same way<br>in a similar case<br>similarly<br> |   | as a consequence<br>as a result<br>consequently<br>hence<br>then<br>therefore<br>thus<br> |  |
|  |   | <b>tran-si-tion</b> (tră'n-z 'ish 'ən)<br><br><b>A word, phrase, sentence, or series of sentences connecting one part of a discourse to another.</b>                           |  |

Encourage your student writers to dip their writers' paint brushes into this page—a palette of transitional paints—while they draft.

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Use of this document in the classroom is encouraged and supported. Others must request permission from the website to reproduce.

This handout is featured in the NNWP's "Going Deep with 6 Trait Language" print guide. Visit <http://nnwp.org> for information on ordering the complete guide.

Term: \_\_\_\_\_ My Understanding: 1 2 3 4

Describe: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw:

|  |  |
|--|--|
|  |  |
|--|--|

Subject: \_\_\_\_\_

Term: \_\_\_\_\_ My Understanding: 1 2 3 4

Describe: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw:

|  |  |
|--|--|
|  |  |
|--|--|



Termino: \_\_\_\_\_ Mi Entendimiento: 1 2 3 4  
Describe: \_\_\_\_\_

Dibuja:

Materia: \_\_\_\_\_

Termino: \_\_\_\_\_ Mi Entendimiento: 1 2 3 4  
Describe: \_\_\_\_\_

Dibuja:

## CONNECT TWO: A READING STRATEGY

### BEFORE READING

**DIRECTIONS:** Work with a partner, and take turns identifying connections between any two words on the list. Be sure to explain your rationale for the connections you make. Individuals from each pair then share with the class. Use visuals to support ELLs, young students and others who need visual assistance.

Benefits of pair work and oral sharing include:

1. Students develop oral language,
2. Students receive appropriate modeling,
3. Students practice supporting and refining their own ideas.
4. Students share prior knowledge, learn from each other, and have greater linguistic and conceptual readiness for the reading task.
5. Students can ask for clarification of terms.
6. The teacher can prompt higher-level thought through follow-up questions.
7. Students are exposed to vocabulary words through various kinds of connections that promote both cognitive flexibility and more in-depth understanding of the terms.
8. The teacher can discuss the connections made and focus on specific skills used such as: synonyms, antonyms, root words and derivatives, suffixes and prefixes, cause and effect relationships, positive and negative connotations, words that express different degrees of a common concept, parts of speech, and so forth.
9. When provided guided practice in context, students can more readily transfer previous skills learned to other written and oral activities.
10. Students become more curious about the reading task that follows.

### DURING READING

**DIRECTIONS: If individual work:** Read the assigned selection and identify the connections made in the book that the class suggested. Look for new connections and record the connections you feel are the most interesting or important to remember on the CONNECT TWO sheet provided.

**If pair work:** Silently read identified portions of a passage, or take turns reading out loud, and then discuss connections found with your partner. Record ideas.

### AFTER READING

Individuals or partners share their connections with their teams, and then team members share with the class.

The teacher again uses questioning techniques to promote higher-level thought and increase language development.

Students discuss the connections and what they learned. They identify what they learned and correct any predictions made before reading that were inaccurate.

If students are to be tested on the material, they identify the connections they feel would most likely be included on an assessment measure. The teacher provides feedback and additions as needed.

Students are encouraged to use the new vocabulary as relevant in follow-up assignments. A teacher may require use of a specified number in a closely related written assignment.

## CONNECT TWO

Choose two words from your list. Describe to your partner or group how those two words are related. You all need to write how they are connected. Then your partner can choose two other words or add a word to your group.

\_\_\_\_\_ and \_\_\_\_\_

are connected because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

are connected because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

are similar because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

are different because \_\_\_\_\_

\_\_\_\_\_

## **Nicola-Similkameen School District and Delta School District**

### **All About PWIM, 'Picture Word Inductive Model'**

The *Picture Word Inductive Model* is a component of a language arts program. It is an integrated reading and writing strategy which respects children's ability to think. Children are encouraged to study a picture and then name the objects, actions or emotions suggested in the picture. Each word generated from the picture is printed on the background of the picture. A line is drawn from the item to the printed word. The children read and reread the words. The words are placed on cards which the students manipulate on their desks and categorize according to their properties or attributes. Sentences are generated from the words and these are later categorized into paragraphs. The beauty of the PWIM is that it is designed to enable students to be immediately successful as language learners. Children are able to make connections between oral and written language. They hear a word, watch it being spelled and then spell it along with the teacher.

### **What is the Picture Word Inductive Model? (PWIM)**

PWIM is an inquiry oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabulary.

### **Is PWIM only for primary children?**

PWIM is effective with children of all grade levels.

### **Is PWIM useful for small or large group instruction?**

Teachers can use PWIM with whole classes, small groups or individuals. PWIM is designed to capitalize on children's ability to think inductively.

### **Tell me about the picture component of this model.**

Teachers select a picture for the students to study. The children identify what they see in the picture for the teacher to label. The children read and review the words generated.

### **Then what do you do with the words?**

Each child receives his or her own copy of the words generated from the picture. The children are invited to classify the words according to properties or attributes they can identify.

### **This sounds pretty simple. Is there more to the Picture Word Inductive Model?**

After the children become very familiar with their new words they create a title for the picture. Following steps include building sentences both together as a group and individually, and then onto creating paragraphs.

### **How does PWIM enhance student learning?**

PWIM improves student sight vocabulary. Students name the words, see them printed and hear them many times. When constructing the sentences, teachers model the correct sentence form. The children learn from teacher modelling and use that experience to create their own sentences. When the students classify their words and sentences they are selecting common attributes very much like Bruner's concept attainment model. The students search for and identify attributes that can be used to distinguish examples of a given group or category from non-examples.

### **Are the goals of PWIM the same for both the older and younger students?**

While the activities may differ, the instructional goals for students of all ages are the same. Emily F. Calhoun outlines them in Chapter 4 of her book, "Teaching Beginning Reading and Writing". PWIM's goals are: 1) Building sight vocabulary as a base for reading and for learning phonics and spelling generalizations; 2) Building confidence in one's ability to learn; and 3) Learning how to inquire into language and using knowledge and skills to read and write and participate fully in education.

<http://TeacherWeb.com/BC/DeltaResourceCentre/JayeSawatsky/>

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### **Discussion questions:**

1. How would you see PWIM being utilized in your district?
2. What further information would you like?
3. Have you used similar approaches to teach reading?

Think-pair-share vocabulary  
to describe the picture.

What inferences can you  
draw about those who  
would post this sign?

Generate vocabulary to  
describe those fleeing and  
those who made the sign.



**Use of sentence frames supports vocabulary  
development and promotes linguistic complexity.**

The image suggests that \_\_\_\_\_.

From this picture, one can infer that \_\_\_\_\_.

Another inference someone could draw is that \_\_\_\_\_.

The use of \_\_\_\_\_ would indicate that \_\_\_\_\_.

Because the picture \_\_\_\_\_, it seems that \_\_\_\_\_.

One assumption that could be made is that \_\_\_\_\_.

This depiction of \_\_\_\_\_ leads one to believe that \_\_\_\_\_.